

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Santa Fe ISD	084909		
Vendor ID #	ESC Region #		
174600002	4		
Mailing address		City	State ZIP Code
P.O. Box 370		Santa Fe	TX 77510
Primary Contact			
First name	M.I.	Last name	Title
Jacqueline	F	Shuman	Asst. Supt. for Curr. & Instr.
Telephone #	Email address		FAX #
409-925-9092	Jacqueline.Shuman@sfisd.org		409-925-4002
Secondary Contact			
First name	M.I.	Last name	Title
Donna		Carlson	Compliance Coordinator
Telephone #	Email address		FAX #
409-925-9052	Donna.Carlson@sfisd.org		409-925-4002

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Jacqueline	M.I. F	Last name Shuman	Title Assistant Supt. for Curr. & Instr.
Telephone # 409-925-9092	Email address Jacqueline.Shuman@sfisd.org		FAX # 409-925-4002
Signature (blue ink preferred)		Date signed	

October 24, 2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Due to the increased flexibility of course offerings provided with the implementation of House Bill 5, Santa Fe ISD (SFISD) has embarked on a journey to expand the District's Career and Technology Education (CTE) student offerings. As noted on the 2016-2017 Texas Academic Performance Report, approximately 45% of the District's graduates do not enroll in post-secondary educational offerings; thus, the data support the District's focus on increased CTE offerings that are partnered with the District's local community college partner, College of the Mainland, for industry certifications and our Industry partner, Chemical Process and Production, Inc., as well as multiple Houston-area home builders, for experience in industry processes and procedures. We will be adding the course and program Geometry in Construction, which will follow the Engineering Pathway. This Career Pathway will lead to the following certification opportunities: AutoCAD Certified User, AutoCAD Certified Professional, Autodesk Revit Architecture Certified User, Chief Architect Certified Apprentice, NCCER- Carpentry Fundamentals 1, 2, NCCER- Construction Technology, NCCER- Electrical 1, 2, NCCER- HVAC 1, NCCER- Painting/Commercial and Residential 1, NCCER- Masonry 1, and College of the Mainland Building and Construction Certification. These certifications can lead to a career as a First-Line Supervisor of Construction Trades and extraction Workers which is listed on the Texas Career Check website as being in the top 25 occupations earning above the Texas median wage and ranked by highest projected number of jobs added due to growth for the period 2014-2024. SFISD is eligible for application for this grant as a CTE program with high numbers of CTE students as the district has more than 200 (494 in 2016-2017) of CTE concentrators (Code 2) in Grades 9-12 as listed on the 2017-2018 Perkins Final Amounts by LEA.

During the Summer of 2017, SFISD funded the training of a team of four district employees, a high school CTE/AutoCAD teacher, an experienced Geometry teacher, the high school CTE Coordinator, and the District's Secondary Math Curriculum Specialist, in order to lay the foundation for the implementation of a Geometry in Construction program for the 2018-2019 school year. SFISD will partner with community business representatives to review the curriculum to ensure that industry standards and needs are met. Through the Texas Regional Collaborative for Excellence in Science and Mathematics Teaching, this team experienced the Geometry in Construction curriculum along with the experience of building all of the projects included in that curriculum. Geometry in Construction integrates contextualized learning into both geometry and construction classes that are taken simultaneously by high school students. Geometry and Construction Technology teachers work collaboratively to integrate the curricula and instruction throughout the year.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Students enrolled in Geometry in Construction will receive credit for two classes—Geometry and Construction. The classes are scheduled consecutively so that the CTE teacher and Math teacher provide instruction for the entire block. The curriculum covers all Geometry TEKS; however, the construction tasks drive the program. Math skills are taught in conjunction with required construction skills for specific tasks/phases of a construction project. Math is taught as a tool to accomplish tasks and solve problems. This method of math integration increases relevance in the classroom as the project-based learning connects classroom concepts to real-world applications.

In order to provide an Engineering Career Pathway and a coherent sequence of CTE courses, students will be able to enroll in the following courses: 1) Engineering Math, 2) Geometry in Construction, 3) Architectural Design, 4) Engineering Design or 1) Business Information Management, 2) Principles of Architecture and Construction, 3) Architectural Design, and 4) Engineering Design. In addition, the District will offer an Engineering Design Practicum for seniors where they will have workplace opportunities for the application of their learning, as well as, career exploration as they plan their post-secondary education. The District will continue to work with its community college partner, College of Mainland, to ensure alignment with the college's certification and Associate Degree offerings. Certification offerings that will crosswalk to College of the Mainland include 1) Mechanical Maintenance Technician (Basic), 2) Building Trades (Basic), 3) CAD Drafting, 4) 2D/3D Modeling, 5) Industrial Drafting. The Engineering Career Pathway can also crosswalk to College of the Mainland to an Applied Science Associate's Degree in Drafting. Recruiting for the program will begin in November, 2017, through elective fairs, counselor education, CTE/Math teacher awareness training, and campus/district publications.

During the 2017-2018 school year, the District will prepare the Construction in Geometry Learning Lab through the purchase of cabinets, tools, materials, resources, etc. In addition, the curriculum will be reviewed by SFISD curriculum/teaching staff and industry partners and finalized to ensure 100% coverage of the Texas Essential Knowledge and Skills (TEKS), vertical alignment with the Engineering Career Pathway, and certification preparation. The District will also purchase new computers with dual-screen monitors in order to provide adequate tools and resources to support the architectural design software utilized in the Architectural/Engineering Design courses. The computers will be installed in the Architectural/Engineering Design Lab. The District will build an awning to provide protection from the weather for the storage of materials as well as for students as they work on their construction projects. This expense is not covered by the grant; however, the District is committed to providing all necessary resources above and beyond the award of this grant in order to ensure the success and sustainability of this new program for the success of students who are interested in careers in construction and architectural engineering.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	0	0	\$9,490
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$202
Schedule #9	Supplies and Materials (6300)	6300	\$25,000	\$0	\$25,000	\$8,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$50,000	\$0	\$50,000	\$12,500
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$0	\$75,000	\$30,192

Administrative Cost Calculation

Enter the total grant amount requested:	\$75000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1		0	0	\$0	\$0
2	Educational aide	0	0	\$0	\$0
3	Tutor				
Program Management and Administration					
4	Project director	0	0	\$0	\$3,240
5	Project coordinator	0	1	\$0	\$3,750
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	1	\$0	\$2,500
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$0	\$9,490
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$0	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$9,490

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 084909		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land Specific purpose: The Geometry in Construction Lab will be the location for the Construction Learning Lab; a designated patio area will be used for the Geometry in Construction building materials storage and for the actual building of projects; the Architectural/Engineering Design Lab will be the location for Architectural/Engineering Design classes	\$0	\$202
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$202
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
		\$0	\$0
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9 – Supplies and Materials (6300)

County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$25,000	\$5,000
Grand total:		\$25000	\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 084909		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1	AV Equipment	N/A	N/A	6400	1600
66XX—Computing Devices, capitalized					
2	20 HP Minis with 24" Dual Monitors	20	\$2500	\$50,000	\$12,500
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$50,000	\$12,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 084909										Amendment # (for amendments only):				
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	75	60%												
Limited English proficient (LEP)	2	1%												
Attendance rate	NA	95.3%	As reported on the 2016-2017 TAPR											
Annual dropout rate (Gr 9-12)	NA	1.5%	As reported on the 2016-2017 TAPR											
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	0	0%												
6-10 Years Exp.	2	66%												
11-20 Years Exp.	1	33%												
20+ Years Exp.	0	0%												
No degree	0	0%												
Bachelor's Degree	2	66%												
Master's Degree	1	33%												
Doctorate	0	0%												
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter		<input type="checkbox"/> Private Nonprofit		<input type="checkbox"/> Private For Profit		<input type="checkbox"/> Public Institution				
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											25	45	55	125
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											1	1	1	3

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Fe ISD (SFISD) is a single feeder pattern school district, consisting of four campuses: Early Childhood (Prekindergarten-Grade 2), Elementary (Grades 3-5), Junior High (Grades 6-8), and High School (Grades 9-12). Thus, student offerings at Santa Fe High School impact the entire district, as well as, the Santa Fe ISD community.

During the 2016-2017 school year, on average, students taking regular Geometry scored less than 50% on major curriculum-based assessments which assessed the TEKS taught within each nine-weeks grading period which implied that SFISD Geometry students were not effectively accessing the curriculum. In addition, based on in-class observation and teacher survey data, many Geometry students reported a lack of understanding as to why they needed to learn Geometry. Students reported they found it difficult to apply the subject matter to real world experiences. The Secondary Math Curriculum Specialist visited Pflugerville ISD where Geometry in Construction is currently being taught in order to assess the program impact and the feasibility of offering the course in SFISD. At a Santa Fe High School Math Department Professional Learning Community meeting in May, 2017, through a comprehensive needs assessment process involving quantitative and qualitative data review for the 2016-2017 and 2015-2016 school years and a review of the Geometry in Construction program by the Secondary Math Curriculum Specialist, discussion ensued about offering the Geometry in Construction class in order to make Geometry more hands-on and relevant to students. The team requested that the district send a diversified team of educators (math teacher, CTE teacher, high school CTE Teacher/Coordinator, and SFISD Secondary Math Curriculum Specialist) to attend the Geometry in Construction professional development offered by the Texas Regional Collaborative for Excellence in Science and Mathematics Teaching. This team experienced the Geometry in Construction curriculum along with the experience of building all of the projects included in that curriculum.

In August, 2017, the District Instructional Leadership Team completed a comprehensive needs assessment and reviewed historical data in order to evaluate the state of academics/programs in Santa Fe ISD. Programs were reviewed, annual goals were set, and identified needs were addressed. In addition, the CTE Campus Team reviewed quantitative and qualitative data in order to make CTE programming decisions, determine future needs, and set goals. Data and CTE goals were reviewed and approved by the Campus Improvement Team, consisting of campus staff/faculty/administrators and parent/community representatives, and the District Education Improvement Committee, consisting of campus and district faculty/staff/administrators and parent/community representatives.

One CTE campus need identified through this process was the need to expand the Engineering Pathway currently offered at Santa Fe High School. Through the implementation of Geometry in Construction, along with courses offered in Architectural/Engineering Design, the District will open a new Career Pathway that leads to an increased number of student certifications through industry certification providers, an industry certification through the District's local community college partner, and coursework that lays a foundation for success for students pursuing a career in Engineering.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the number of industry/community college certifications attained by SFISD students prior to graduation in order to ensure all students are College and/or Career Ready	Through this grant, SFISD will be able to expand offerings in the Engineering Career Pathway, leading to increased number of student industry certifications and a certification through the District's local community college partner
2.	Increase the rigor and relevance of CTE courses	Through this grant, the District will purchase technology to support the implementation of a rigorous curriculum through Architectural/Engineering Design courses in the Engineering Career Pathway
3.	Increase the rigor and relevance of the Geometry curriculum	Through this grant, the District will implement the Geometry in Construction course in order for students to experience firsthand the relevance and rigor of Geometry in action
4.	Increase student attendance	Through this grant, the implementation of a highly engaging Engineer Career Pathway will instill within students a desire to be at school in order to participate in these courses
5.	Increase the number of students entering Engineering programs and high-wage careers	Through this grant, the district will be able to provide an Engineering pathway that is highly engaging and will lay the foundation for students to develop the prerequisite skills necessary for post-secondary education and/or high-wage careers

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Schedule #14—Management Plan

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent for Curriculum & Instruction	Responsible for district CTE oversight; has served in this capacity for 6 years; has 13 years of secondary math teaching experience and 13 years serving as a campus/district administrator; certifications include: Superintendent, Principal, Math (6-12), and Master Mathematics Teacher (8-12)
2.	District CTE Coordinator	Dr. Cris Richardson, Assistant Principal SFHS and CTE Coordinator Dr. Richardson is certified in CTE and has a Doctorate in Educational Leadership
3.	High School CTE Coordinator	Dr. Richardson, Assistant Principal over SFHS CTE department Mr. Carl Matejka, CTE Department Chair
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Prepare to add to the Engineering Career Pathway	1. Team attended Geometry in Construction (GIC) training	07/31/2017	08/03/2017
		2. Review GIC curriculum with industry partners	01/05/2017	05/01/2017
		3. Prepare course/pathway description and include in the Tribal Guide for course registration	12/01/2017	12/19/2017
		4. Create flyers/videos to advertise the Engineering Career Pathway with the inclusion of GIC	12/01/2017	01/15/2018
		5. Meet with College of the Mainland to detail out the certification process	12/01/2017	01/15/2018
2.	Prepare building to teach Geometry in Construction	1. Identify lab location for GIC	09/25/2017	09/25/2017
		2. Identify lab location for Architectural/Engineering Design	09/25/2017	09/25/2017
		3. Identify patio area for construction	09/25/2017	11/01/2017
		4. Submit an extra budget request for the building of an awning in the patio construction area	09/25/2017	12/19/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Materials and Equipment Acquisition	1. Order computers for Architectural/Engineering Design lab	01/05/2018	03/05/2018
		2. Order supplies and materials for GIC	07/01/2017	08/01/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District-wide, Santa Fe ISD operates through a continuous improvement cycle. This cycle was developed through a collaborative project with the Houston Endowment, Learning Forward, and campus/district stakeholders. Components of the continuous improvement cycle include: 1) Analyze educator, student, and school data; 2) Define goals; 3) Select and implement evidence-based designs to achieve goals; 4) Provide job-embedded coaching and other forms of assistance; 5) Assess effectiveness; 6) Inform ongoing improvement; and 7) Seek external assistance when necessary. Through the implementation of this continuous improvement cycle, systemic program/implementation reviews will occur and information will be applied to ensure we complete the cycle of continuous improvement. All necessary adjustments/changes are identified through the implementation of the cycle of continuous improvement and, because all stakeholders are involved in this process, the responsible parties are involved in the decision-making process and are a part of the decisions involving change. Students/parents/community members are made aware through campus communications such as the campus/district website, weekly principal communication, and the Superintendent's district and parent/community publications.

Based on a thorough comprehensive needs assessment, annual district/department/campus goals are developed. These goals are reviewed by the Superintendent and Executive Cabinet and feedback is provided. Approved annual goals are presented to the District Education Improvement Committee (DEIC) for review and approval. The DEIC then recommends the plans to the SFISD Board of Trustees for review and approval. All goals are then monitored and reviewed by campus/district administrators and the Superintendent and updates on progress are reported to the Board of Trustees.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Fe ISD is committed to ensure all students are college and career ready. The district developed a partnership with the local community college in order to provide an increased number of certification programs through the CTE Academy, offering 10 certification programs for careers such as Computer Networking, Pharmacy Technician, Graphic Design, Welding, etc. In addition, the District is committed to providing industry certifications such as AutoDesk, Certified Nursing Assistant, Microsoft Office Specialist, Floral Design, etc. The District also has a commitment to expanding community workforce partnerships. SFISD will schedule bi-monthly meetings with industry and community college partners in order to maintain effective, open communication, to share student data, and to ensure an ongoing commitment to this CTE grant opportunity.

All grant funds will be monitored by the CTE Leadership Team to ensure effective grant fund management and to ensure the District attains the greatest value for these funds. The CTE Leadership Team will work collaboratively with the Director of Technology and the Director of Maintenance and Operations for assistance or materials and supplies to ensure the best quality and value for all purchases. The Assistant Superintendent for Curriculum and Instruction will work with the Curriculum Team to ensure effective curriculum and instruction in all areas of the Engineering Career Pathway.

To ensure ongoing funds for the Geometry in Construction projects, the collaborative projects built during class will be sold. Proceeds will be utilized to purchase additional building materials in order to provide a funding source. The District will commit to purchasing necessary materials along with developing industry partnerships to assist with the provision of building materials.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Geometry in Construction (GIC) curriculum development and framework development review	1.	Curriculum is reviewed/revised by the Sec. Math Curr. Spec. and teachers
		2.	Stakeholder feedback received on curriculum/program framework
		3.	Continuous improvement cycle implementation
2.	GIC Student Achievement on Curriculum Based Assessments & Intermittent Assessments	1.	Average test scores increase
		2.	Student attendance increases as compared to 2017-2018
		3.	Student surveys demonstrate an increased academic
3.	Students in the Engineering Career Pathway Attain Certifications	1.	# of Certifications attained at the end of the Geom. In Construction
		2.	# of Certifications attained at the end of Architectural Design
		3.	# of Certifications attained at the end of Engineering Design
4.	Students in Engineering Career Pathway Practicum Review	1.	# of students enrolled in Engineering Career Pathway Practicum
		2.	# of certifications earned
		3.	# of students enrolled in post-secondary Engineering programs
5.	Student attendance increases	1.	Overall attendance increases as compared to 2017-2018
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program and framework development for the Engineering Career Pathway requires a solid foundation. The development and review of the Geometry in Construction (GIC) framework and curriculum is critical to the effectiveness of this career pathway. Stakeholders will meet routinely to review the GIC framework, curriculum, and project success/feasibility to ensure continuous improvement. The purpose of offering Geometry in a non-traditional format is to increase student achievement. In order to assess the success of the program, timely data review will follow each assessment to evaluate student learning. Any/all necessary adjustments to curriculum/instruction will be made to address identified needs. In addition, it is anticipated that student attendance will be positively impacted. Student attendance will be monitored throughout for the entirety of their participation in this program and teachers will follow the District's Student Attendance Monitoring System to ensure student attendance is effectively monitored. The Grant Management Team will review student attendance/achievement data on a monthly basis and make any/all necessary program revisions. The Grant Management Team will utilize the District's Continuous Improvement Cycle: 1) Analyze educator, student, and school data; 2) Define goals; 3) Select and implement evidence-based designs to achieve goals; 4) Provide job-embedded coaching and other forms of assistance; 5) Assess effectiveness; 6) Inform ongoing improvement; and 7) Seek external assistance when necessary.

A major goal of this program is to increase the number of student certifications attained. The District CTE Coordinator will work collaboratively with the Campus CTE Coordinator and teachers to ensure all students participate in the certification process. Teachers will identify certifications to be taken and will ensure students are prepared for the assessment. The District CTE Coordinator will monitor the progress toward this goal and will report to the Grant Management Team. The District CTE Coordinator will facilitate student opportunities for industry participation with the teachers and industry partners. Data will be maintained and reported on all student industry activities. Teachers will conduct student surveys at the end of each nine-weeks in order to provide data in regards to the students' view of program effectiveness and provide a method for students to offer suggestions to increase program effectiveness.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Santa Fe ISD (SFISD) has partnered with College of the Mainland, the District's local community college partner, in the identification of high-needs certification programs based on input from local industry and business. As noted on the Texas Career Check on the Texas Workforce Commission's website, two careers with high-needs and high-wage are General and Operational Managers and First-Line Supervisors of Construction Trades and Extraction Workers. Students who complete the Engineering Career Pathway, will be well on their way in preparation for one of these careers.

Following the completion of Santa Fe ISD's Engineering Career Pathway and rigorous core-academic courses, students who choose to enter a Bachelor's Degree program will have a foundation in construction, architecture, and engineering that lays the foundation for success in their college degree program. These students will have the opportunity to pursue high-wage positions as General and Operational Managers.

Students who choose to enter the workforce following their certification attainment will be prepared to serve in the construction industry and will work towards becoming First-Line Supervisors of Construction Trades and Extraction Workers. Their experience in construction, architecture and engineering will prepare them for success in this career pathway. Building trades industry/business partners support the implementation of these programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Geometry in Construction program combines mathematical calculation and geometric concepts with architectural design and construction of a home. This course will align with industry certifications to prepare students for construction-related careers. The construction industry is overwhelmed with business and needs skilled contractors and architects to step into jobs. Our students will be prepared and certified to answer this call. Growth in Texas continues at a high rate. The recent flooding in southeast Texas has increased this need.

In order to provide an Engineering Career Pathway and a coherent sequence of CTE courses, students will be able to enroll in the following courses: 1) Engineering Math, 2) Geometry in Construction, 3) Architectural Design, 4) Engineering Design or 1) Business Information Management, 2) Principles of Architecture and Construction, 3) Architectural Design, and 4) Engineering Design. This sequence of courses will lead to a certification in Construction in Design. In addition, the District will offer an Engineering Design Practicum for seniors where they will have workplace opportunities for the application of their learning, as well as, career exploration as they plan their post-secondary education. These certifications can lead to a career as a First-Line Supervisor of Construction Trades and Extraction Workers which is listed on the Texas Career Check website as being in the top 25 occupations earning above the Texas median wage and ranked by highest projected number of jobs added due to growth for the period 2014-2024. In addition, following the completion of Santa Fe ISD's Engineering Career Pathway and rigorous core-academic courses, students who choose to enter a Bachelor's Degree program will have a foundation in construction, architecture, and engineering that lays the foundation for success in their college degree program. These students will have the opportunity to pursue high-wage positions as General and Operational Managers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Geometry in Construction will focus on a sequential program which addresses and completes the various stages of home construction. This program will allow students to enter construction and architectural careers by aligning curriculum to industry certifications. Students will actively implement the following sequence in this program:

- Architectural Design and Estimation of building materials in AutoCAD
- Grading and preparing lot for project
- Preparing framework for foundation and pouring slab
- Rough in plumbing and electrical
- Framework with lumber
- Windows and doors installation
- Advanced plumbing and electrical
- Insulation in walls and attic areas
- HVAC
- Sheetrock Installation
- Texture and Paint
- Flooring, wall tile, and appliance installation
- Trim and touchup, final punch list items

This coursework will lead to the following industry certifications: NCCER- Carpentry Fundamentals 1, 2, NCCER- Construction Technology, NCCER- Electrical 1, 2, NCCER- HVAC 1, NCCER- Painting/Commercial and Residential 1, NCCER- Masonry 1.

In addition, students will have the opportunity to attain certifications from College of the Mainland based on successful completion of the Engineering Career Pathway. Student opportunities for possible crosswalk programs include: 1) Mechanical Maintenance Technician (Basic), 2) Building Trades (Basic), 3) CAD Drafting, 4) 2D/3D Modeling, 5) Industrial Drafting. Students will also be able to work toward an Associate's Degree of Applied Science in Drafting. The crosswalk courses will be determined in collaboration with the District and College of the Mainland by 1/15/2018.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

For Geometry in Construction, the District will partner with Bellaire Builders, Tuscany Builders, and local contractors and well as additional builders including Bellaire Builders, Trendmaker Homes, David Weekly Homes, Design Tech, Perry Homes, Tuscany Builders, Flagship Floors, Apex Roofing and Construction, Houston Texas Builders, A-1 Builders, CrossWinds Construction, Diaz and Molnar Construction, Ingram Plumbing, and Robertson Homes. Due to the ravages of Hurricane Harvey in Santa Fe ISD, reconstruction opportunities are also increased with independent contractors.

In order to provide learning, mentoring, and practicum opportunities for seniors who are dual-enrolled in either Architectural Design or Engineering Design, the District will partner with a local industry partner, Chemical Process and Production, Inc.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

For Geometry in Construction, the District will partner with home builders and contractors for the various stages of design and construction of the building project. We will utilize local contractors from the Houston area, including Bellaire Builders, Trendmaker Homes, David Weekly Homes, Design Tech, Perry Homes, Tuscany Builders, Flagship Floors, Apex Roofing and Construction, Houston Texas Builders, A-1 Builders, CrossWinds Construction, Diaz and Molnar Construction, Ingram Plumbing, and Robertson Homes. For the Architectural Design and Engineering Design courses, the District will partner with local industry partners, such as Chemical Process and Production, Inc., in order to review the curriculum and projects required of students in these courses. These business and industry partners will provide relevant and frequent industry experiences for students participating in the Engineering Career Pathway program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The District is committed to the continuation of the Engineering Career Pathway. The technology purchased will be maintained by the District's Technology Department, along with the software management to ensure optimum operation of these devices. These computing devices purchased will become a part of the District's inventory which is managed through the District's Technology Plan which plans for repair and eventual replacement.

The Geometry in Construction equipment will be managed and stored in a method which ensures the longevity of the equipment. Budgets will include materials purchase planning and projects will be sold to contribute to the purchase of needed materials and will provide an ongoing supplement to the materials requirement for this course. Geometry in Construction curriculum, assessments and projects will continue to be monitored through the District's Continuous Improvement Cycle.

The District will work to maintain effective relationships with industry and business partners in order to continue to grow student opportunities for industry experiences and practicums. The District will create a Business/Industry Advisory Committee in order to strengthen the collaboration between the District and Business and Industry.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Not Applicable

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084909

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

Not Applicable

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 084909		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084909

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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